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NEW MEXICO
NORMAL UNIVERSITY
BULLETIN

NO. 21

JUNE

1910

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THIRTEENTH
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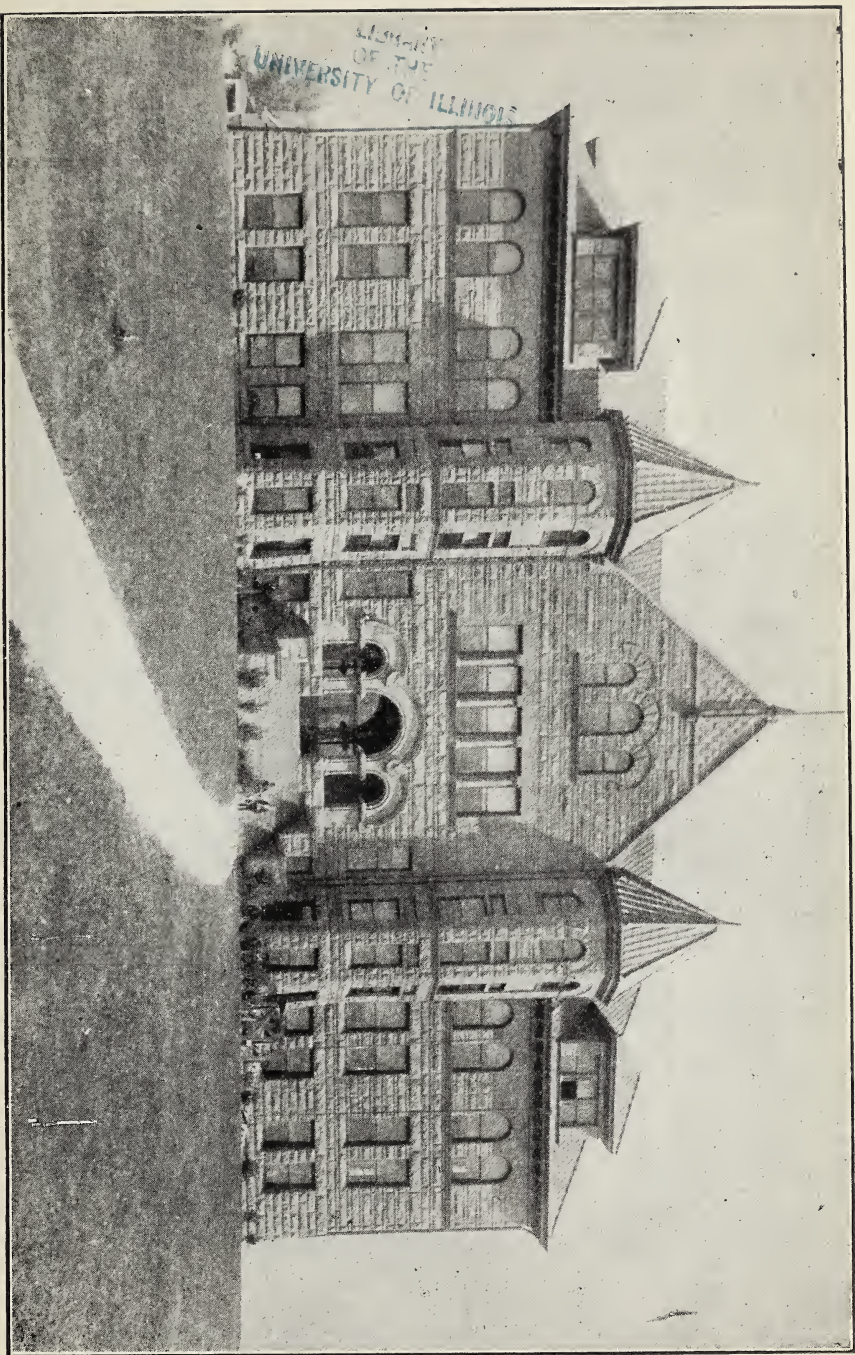
ANNOUNCEMENTS

1910-11


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NEW MEXICO NORMAL UNIVERSITY



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THIRTEENTH ANNUAL CATALOGUE 1910-11

ANNOUNCEMENTS 1910-11

1910
OPTIC PUBLISHING COMPANY
East Las Vegas, N. M.

CALENDAR FOR 1910-11

1910

September 6, Tuesday	Registration
September 7, Wednesday	Class work begins
November 22-23, Tuesday and Wednesday	Examinations
November 28, Monday	Registration
November 29	Class work begins
December 2, Friday	Preliminary oratorical contest
December 17, Saturday, to Jan. 2, Monday	Christmas vacation
February 12, Sunday	Lincoln Day
February 22, Wednesday	Washington Day
March 2-3	Examinations
March 4-12	Spring vacation
March 10, Friday	Arbor Day
March 4-12	Spring vacation
March 13, Monday	Registration
March 14, Tuesday	Class work begins
May 1, Monday	May Day
May 26, Friday	Musical Recital
May 28, Sunday	Baccalaureate Sermon
May 29, Monday	President's Reception
May 30, Tuesday	Class Day
May 31, Wednesday	Alumni Dinner
June 1, Thursday	Commencement

SUMMER SCHOOL 1911

June 5, Monday	Registration
June 6, Tuesday	Class work begins
July 27-28, Thursday and FridayExamination for teachers' certificates

FALL TERM 1911

September 5, Tuesday	Registration
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 ANTONIO LUCERO.

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ANTONIO LUCERO, Professor of Spanish.

College of the Sacred Heart, Las Vegas; Instructor Las Vegas High School; Instructor in private classes for fifteen years; Court Interpreter fourteen years.

ANNA VANCE, A. B., Associate Professor of Mathematics and Latin. A. B., Butler College, Indianapolis, Indiana. Instructor in Carmel High School, Carmel, Indiana; Excelsior Union High School, Norwalk, California.

JAMES R. COXEN, B. S., Associate Professor of Science and Manual Training. *

Kansas State College; post-graduate work, Kansas State Manual Training Normal. Teacher of Mathematics in the Casino Technical School, East Pittsburg, Pa.; Teacher of Mathematics and Mechanical Drawing, in High School, Goshen, Ind.

JESSIE RAMBO, A. B., Associate Professor of Household Science and Arts.

Graduate of Illinois State Normal University; Graduate of University of Illinois. Principal High School, Menona, Illinois; Domestic Science Girls' Industrial Home, Delaware, Ohio.

*Associate Professor Coxen has resigned.

MARGARET M. HEALEY, Ph. B., Assistant in Mathematics.

Ph. B., University of Vermont; Student in Michigan Normal, Teacher in Public Schools, New Bedford, Mass.; Wallingford, Vermont; and in United States Indian School at Hayward, Wisconsin.

MILDRED HORNBEIN, A. B., Assistant in History and English.

A. B., University of Denver and Assistant to the Professor of History, University of Denver.

MRS. ELIZABETH HOWARD, Pd. B., Assistant in Art and Vocal Music.

Coe College, Iowa; Iowa State Normal; Colorado State Normal; Chicago School of Applied Arts; National School of Music, Chicago; Teacher of Grades, Blairstown, Iowa; Principal, Garrison, Iowa; Supervisor of Music and Art, Montrose, Colorado.

MARGUERITE CLUXTON, Teacher of Instrumental Music.

Honor Student and Graduate of Loretto Heights Academy, Denver.

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Teachers' College, Columbia University, Missouri University. Instructor in Teachers' College, University of Missouri; Instructor, University of Porto Rico.

JENNIE C GREENLEE, Critic Teacher in Third and Fourth Grades.

Graduate Kansas State Normal; Post-Graduate Student in Critic work, Kansas State Normal; Student, University of Chicago; Teacher in Public Schools at Fredonia, Kansas; at La Cygne, Kansas; at Argentine, Kansas.

ELLEN F. DANIELS, Critic Teacher in First and Second Grades.

Mount Morris College; Wells Training School; Northern Indiana Normal University; University of Chicago; Instructor in Primary Grades, Washington, Illinois; at Roswell, New Mexico; at Santa Fe, New Mexico.

NELLIE ELLISON, A. B., Librarian.

Teacher of Stenography.

General Information

HISTORY OF THE INSTITUTION.

The New Mexico Normal University was created by an act of the territorial legislature in 1893 under the name of the "New Mexico Normal School at Las Vegas." The building was not ready for school work to begin until October 3, 1898. On that date President Edgar L. Hewitt and a faculty of four members began with an enrollment of 93 students. In 1899 the legislature changed the name to "The New Mexico Normal University" because it was decided to enlarge the scope of work done by the institution. In pursuance of this plan a manual training department and a kindergarten were added, later a domestic science department, a kindergarten training department and a sub-normal department were also added. With the exception of the small amount collected from the nominal tuition fee in certain departments, the Normal University is maintained wholly by funds appropriated by the legislature. The institution has an endowment of 50,000 acres of public land, the proceeds from the rental of which are used for maintenance, while receipts from the sale of lands are used for permanent improvement. So far little has been realized from this land.

PURPOSE.

The primary purpose of the New Mexico Normal University is the training of teachers for the public schools of this Territory. It offers a variety of courses to meet the needs of various classes of persons: First, high school graduates who wish a full course of professional instruction and training fully equivalent to that of the best Eastern normal schools; Second, persons who have not had the full high school course and who desire academic work of high school grade in preparation for advanced normal work, or for college; Third, those who are unable to spend the time required for a full normal course, and who wish to prepare for county teachers' examination; Fourth, those who wish work in the common branches and especially in the English language as a preparation for teaching in the rural schools.

Those who are preparing to teach must not only take a strong

course in preparation for the work, but must do actual teaching under the supervision of the faculty, and have their work criticised by a competent critic teacher.

STANDING OF THE INSTITUTION.

Graduates from the academic department of the Normal University are admitted without examination to some of the best universities in the country. A diploma from the normal department is recognized by the State Board of Education of California, that is, a holder of such diploma receives a certificate to teach in California without examination. This is not true of any other institution in New Mexico. No doubt the rather extensive work done along professional lines by the students of this institution accounts for the recognition which California has given. Along these particular lines more work is offered here than is offered in many of the Eastern state normal schools.

DEPARTMENTS*

Normal and academic: Reference has been made to the normal department, which is designed to give professional training to those who expect to teach, and also to the academic department which is preparatory to the normal department.

In the normal department, as already stated, the course offered is stronger along professional lines than the course in many of the state normal schools of the East. It is our desire to make it stronger still till it will be second to no institution of its kind in the country.

Manual Training: In the manual training department an effort is made to teach boys and girls how to use their hands as well as their heads. It is a well recognized fact that manual training gives valuable mental training. Even if it did not do this, it would no doubt be justified on the basis that it teaches pupils the use of tools. The girls have demonstrated the fact that they are not inferior to the boys in this department. Many excellent pieces of furniture have been turned out by both boys and girls. Special stress is being laid on this kind of work for Spanish-speaking students. It is believed that this kind of work will be very valuable for them, and that they will be able to render greater service to their people as a result of their training in this line.

Household Science and Arts: This department gives girls a very valuable training of the greatest importance to matters in the home. They are taught plain and fancy sewing, mending, patching, darning,

*A more detailed account of the work of the various departments will be found further on in this catalogue.

and so on. Both the useful and ornamental receive attention. Girls are given thorough training in cooking. This work is both theoretic-al, and practical. They not only study the chemistry and composi-tion of foods, make experiments, tests, and so on, but they do practical work in the kitchen which is connected with the institution. They are made to prepare quite a variety of dishes; in other words, it may be said that they are taught to do plain and fancy cooking. Cooking for the sick or the convalescent receives attention, as do methods of serving, economy, and skill in general housework.

Sub-Normal: The Sub-Normal department was established for the special benefit of the Spanish-speaking students who do not know enough English to go into the regular classes. Much emphasis is laid on the teaching of English in the case of these students, and as soon as possible they are transferred to the regular classes.

The Sub-Normal will not be offered during 1910-11.

Art: The value of Art in education is being appreciated now more than ever before. Realizing this, provision has been made for all pupils of the Normal University to have instruction in this line. Only a few, of course, choose to make a specialty of the work and become artists in the real sense, but the opportunity is open to all even in the lower grades to have the culture which this study gives. The work in this department has already attracted considerable at-tention.

Music: It has been the boast of this institution for years that it has offered high advantages in music. This year we have offered training in piano, guitar, mandolin and voice. There have been chorus classes and glee clubs and also a mandolin club this year which have added much to the pleasure of the students.

There is a training school, including a kindergarten connected with the institution; an account of this will be given in the latter part of this catalogue.

EQUIPMENT

The New Mexico Normal University occupies a building which is generally considered the most beautiful and commodious building for educational purposes in the Territory and one of the best in the Southwest. It is a four-story structure of brown stone in the Romanesque style of architecture. The building occupies a commanding situa-tion in the center of the city and faces westward across the valley. The building is heated by steam and lighted by electricity and its equipment is modern in every respect. During the past year the large assembly room has been remodeled and redecorated. The build-

ing contains eleven large class rooms, besides the physical and chemical laboratories, the biological laboratory, the domestic science room, the manual training room, the art room, the assembly hall, the library and the gymnasium and the administrative offices.

The library contains 1,800 bound volumes exclusive of bound magazines, pamphlets and many hundreds of government publications. The department of education and psychology contain the most important recent works on those subjects. Over five hundred dollars has been expended during the past year for library accessions in the departments of psychology, education and history. The library also contains a good collection of standard English and American literature. The reading room is supplied with the most important educational magazines as well as a sufficient number of the popular magazines and weeklies and a few dailies.

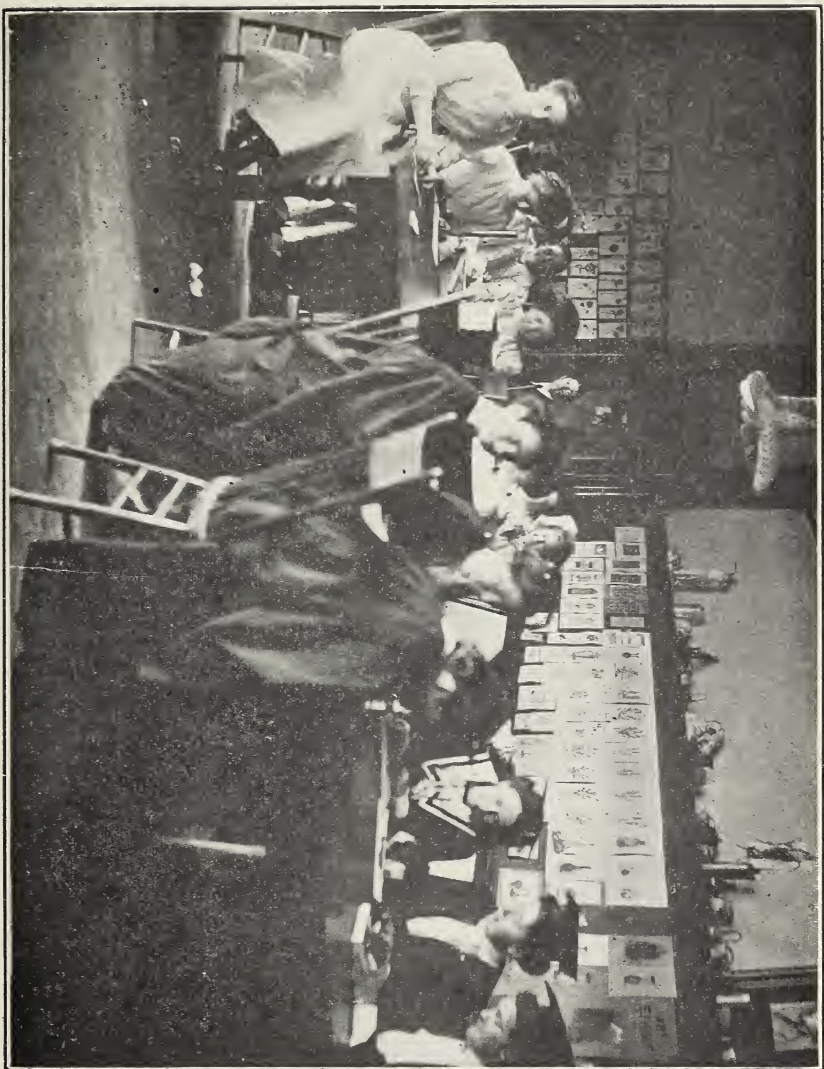
The Laboratories, physical, chemical and biological, occupy ample quarters and are well equipped for the work done in those departments. No attempt is being made at present to do advanced work in these subjects, but all the courses offered in these departments are thorough laboratory courses.

The Biological Museum contains a collection of several hundred mounted birds, a large collection of butterflies and moths, a good collection of characteristic fauna of New Mexico carefully mounted, and much more illustrative material for both Botany and Zoology.

The manual Training rooms contain benches, tools and lathes to accommodate sixteen students at a time. Important additions to the equipment of this department have been made during the past year and still more extensive additions will be made before the opening of next session. Recently the department has received from the E. C. Atkins Company of Indianapolis, Indiana, an exhibit mounted in a heavy oak frame, showing all the successive stages in the manufacture of the finest saws from the rough metal to the finished tools.

The Domestic Science Department has during the past year occupied two large rooms, one devoted to sewing and the other devoted to cooking. The department has but recently been established and its equipment is not yet complete. The cooking room which is an airy well lighted room, forty feet square with windows on three sides, contains a large range and equipment for a class of twenty-four.

The Normal University owns the most important and extensive archaeological collection to be found in the Territory. This collection, which includes several hundred specimens of pottery, stone and bone implements and baskets, dating from prehistoric times, was made by President Edgar L. Hewitt, the first president of the institution, who is



ART CLASS, 1909-10

now connected with the Bureau of American Ethnology and director of the work in American Archaeology in the Archaeological Institute of America. The collection illustrates the life and culture of the primitive peoples, the Cliff Dwellers and Cave Dwellers whose ruined dwellings are found in many parts of New Mexico.

The grounds of the Normal University comprise about four acres, situated on the brow of a hill in the central part of the city and one block from the electric car line, and contain an extensive lawn, play grounds, tennis court and a school garden for the use of the grades in the training school.

A dormitory for girls has been erected and equipped and is now ready for occupancy. This building is handsome and commodious and will furnish a delightful home for young ladies. The expense of living in the Dormitory is moderate. Two girls rooming in one room will be charged four dollars per month each, but one girl may occupy a room for five dollars. The board will be four dollars per week for those rooming in the building, and five for all others. Only those connected with the school will have the advantages of the Dormitory. Board may be paid weekly, but must be paid in advance, but room rent must be paid each month in advance.

As this building is erected particularly for girls that do not have homes in Las Vegas no rooms will be assigned until September, except to those living at a distance.

AS SOON AS YOU HAVE DECIDED TO ENTER THE NORMAL UNIVERSITY AND THAT YOU WISH A ROOM IN THE DORMITORY, WRITE THE PRESIDENT AND HE WILL FILE YOUR APPLICATION AND ASSIGN YOU A ROOM.

COURSES OF STUDY

The following courses have been offered heretofore. Some changes will be made next year in order to bring the courses to a three-term schedule. It is wise to await the action of the Territorial Board of Education that there may be harmony between the requirements and the courses offered by the Normal University.

ACADEMIC COURSE

Four Years.

I.

First Semester

Latin or Spanish
Algebra
English
Physical Geography
Manual Training or Domestic
Science.

Second Semester

Latin or Spanish
Algebra
English
Physiology
Manual Training or Domestic
Science

II.

Latin, Spanish, or German
Algebra
Ancient History
English
Manual Training or Domestic
Science

Latin, Spanish, or German
Plane Geometry
Ancient History
English
Manual Training or Domestic
Science

III.

Latin, Spanish, or German
Plane Geometry
✓English
✓Mediaeval History
Music

Latin, Spanish, or German
Botany
English
Modern History
Music

IV.

+ American History
+ Physics or Chemistry
✓English
Drawing
Elective in Mathematics or
Language or Psychology.

American History and Civics
Physics or Chemistry
English
Drawing
Elective in Mathematics or
Language

Candidates for admission to the Academic Course are required to have completed the work of the eight grades. Certificates to the effect that this work has been done are accepted from any respectable public or private school, but the right is reserved to require additional preparation in the case of any student who, after a reasonable trial, shows an inability to carry the work. Advanced standing in this course will be given on the basis of credits from the high schools, preparatory schools or normal schools.

In the preceding outline of the course, each subject has five daily recitations of 45 minutes each. In the courses in physical geography, physiology, botany, physics and chemistry an additional period is required for laboratory work. One credit is given for one daily recitation throughout the year except that for the courses in manual training, domestic science, music and drawing, one-half credit is given for a daily recitation throughout the year, since but little work outside of class is required. It will be seen, therefore, that the total requirement for graduation is 18 credits.

At least three years of work in foreign languages are required. If Spanish is chosen at least one year of German or two years of Latin must be taken in addition. No credit will be given toward graduation for one year's work in Latin if second year Latin is not also taken. A detailed statement of the work in the several subjects will be found in subsequent pages of this catalogue.

ADVANCED NORMAL COURSE

Two Years For High School Graduates.

I.

First Semester

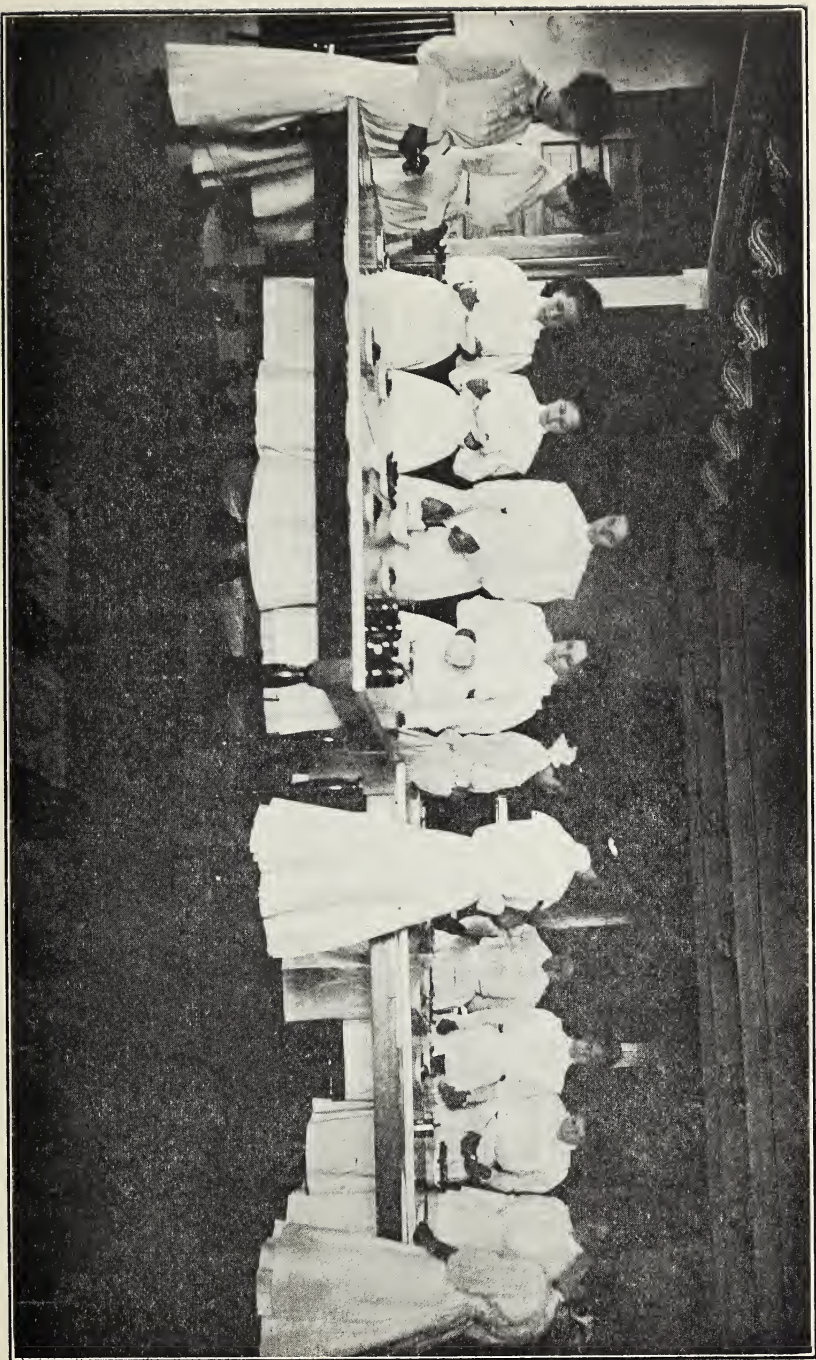
Psychology
Systematic Pedagogy
Arithmetic Methods
Music
Elective in History, English
Science
Manual Training or Domestic
Science (optional)

Second Semester

Genetic Psychology
Systematic Pedagogy
Geography Methods
Music
Elective in History, English or
Science
Manual Training or Domestic
Science (optional)

II.

School Management	History of Education
Juvenile Literature	Reading Methods
N Kindergarten Theory (1st Term)	Drawing and Writing Methods
Nature Study Methods (2nd Term)	Drawing, Painting and Modeling
Drawing, Painting and Modeling	Practice Teaching
Observation and Practice Teaching	



CLASS IN HOUSEHOLD SCIENCE

The Advanced Normal Course is the professional teachers' course which leads to the five-year territorial teachers' certificate. As will be seen from above outline, it consists almost entirely of professional work. Only high school graduates are advised to enter this course, but in some cases those who have had only three years of high school work are permitted to do so, thus taking the combined course in five years. This is what is offered in the Full Normal Course described on a subsequent page. It is strongly recommended, however, that every student who wishes to prepare for teaching as a life work, shall take a complete and unabridged high school course, or the full Academic Course in this institution, and follow this with the Two-Year Advanced Normal Course.

During the second semester of the senior year, every candidate for a diploma in this course is required to prepare a thesis on a subject chosen in consultation with the President. The thesis is expected to show ability to do independent literary work and connected thinking on an educational topic. A detailed statement of work required in the several subjects mentioned will be found on the following pages of this catalogue.

KINDERGARTEN TRAINING COURSE

This course will not be offered during 1910-11.

Two Years—For High School Graduates.

I.

First Semester

Psychology
Kindergarten Theory
Systematic Pedagogy
Kindergarten Methods; Gifts,
Occupations, Games
Music
Manual Training or Domestic
Science (optional)

Second Semester

Child Study
Systematic Pedagogy
Kindergarten Theory
Kindergarten Methods; Gifts,
Occupations, Games
Music
Manual Training or Domestic
Science (optional)

II.

School Management
Kindergarten Principles
Juvenile Literature
Drawing, Painting, Modeling
Observation and Practice
Teaching

History of Education
Kindergarten Principles
Methods in Primary Reading
Drawing, Painting, Modeling
Practice Teaching

To meet the demand for efficient Kindergartners, and also the need for primary teachers acquainted with Kindergarten methods,

the two-years' course outlined above is offered. It will be observed that it is a variation of the Advanced Normal Course. Like it, it pre-supposes the full high school course and it leads to the territorial five-year teachers' certificate. It will be seen that the course includes the same amount of work in Psychology, General Pedagogy, School Management, and History of Education that are given in the Advanced Normal Course, with the addition of three credits in courses relating specifically to the Kindergarten. The courses mentioned in the above outline are described in the later pages of this catalogue.

Students in this course have the benefit of observation and practice teaching in the Kindergarten which is connected with the Training School and which is directed by the instructor in Kindergarten theory and principles.

FULL NORMAL COURSE

First Semester

Latin or Spanish
Algebra
English
Physical Geography
Manual Training or Domestic
Science

Latin, Spanish or German
Algebra
Ancient History
English
Manual Training or Domestic
Science

English
Plane Geometry
U. S. History
† Psychology
Music

Physics or Chemistry
Systematic Pedagogy
Arithmetic Methods
Drawing, Painting, and Modeling
Elective

I.

Second Semester

Latin or Spanish
Algebra
English
Physiology
Manual Training or Domestic
Science (

II.

Latin or Spanish
Plane Geometry
Ancient History
English
Manual Training or Domestic
Science

III.

English
Botany
U. S. History and Civics
† Child Study
Music

IV.

Physics or Chemistry
Systematic Pedagogy
Geography Methods
Drawing, Painting, and Modeling
Elective

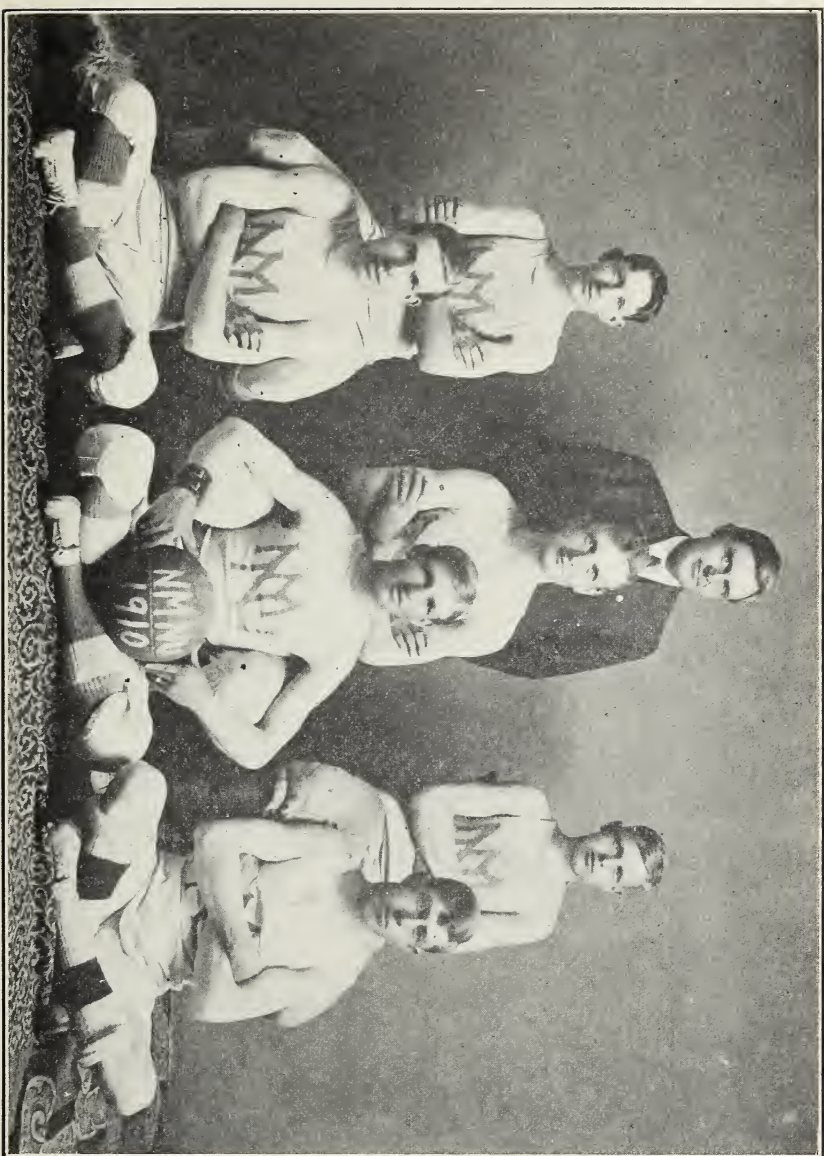
V.

School Management	History of Education
Juvenile Literature	Drawing and Writing Methods
Kindergarten Theory (1st Term)	Reading Methods
Nature Study Methods (2nd term)	Practice Teaching
Observation and Practice	

The full Normal Course outlined above is a combination of the Academic Course and the Advanced Normal Course. The purpose of it is to enable students who do not feel able to devote six years to their preparation, to get through in five. Saving time is accomplished by the sacrifice of a certain amount of academic work. The first two years of the Full Normal are exactly the same as the first two years of the Academic Course. The last year is the same as the last year of the Advanced Normal Course. The third and fourth years are a combination of academic and professional work. The general statements that have been made in connection with the preceding courses also apply to this.

Candidates for the diploma for this course as in the Advanced Normal Course are required to present a thesis during the last term of the senior year.

We again express the conviction that those who intend to make teaching a life work and wish to equip themselves as thoroughly as possible for it, will do well to take the full four year Academic (or high school) course and follow this with the Two Year Advanced Normal course rather than attempt to cover the entire ground in five years. The five year course is a concession to the necessities of those who cannot afford to spend six. It affords, however, a degree and quality of preparation of which no teacher need be ashamed.



BOYS' BASKETBALL TEAM, 1909-10

Departments of Instruction

ENGLISH

Four years of work are offered in English Composition, Rhetoric and Literature. The purpose of the work in this department is to enable the student to secure an adequate ability in expression and appreciation. It is assumed that students will have at the beginning of the course a good knowledge of English Grammar such as should be obtained by the completion of the eighth grade. The following are the courses arranged by years:

Literature and Composition—(First Year) Students are expected to have, before entering this course, a good knowledge of English Grammar. A text-book (Lockwood and Emerson) is used. Three periods a week are devoted to the study of English and American classics. As prescribed by the college entrance requirements for 1910-11-12, the books read and studied are: Coleridge's *Ancient Mariner*, Scott's *Lady of the Lake*, Shakespeare's *Merchant of Venice*; and Franklin's *Autobiography*. The authors of these books, the times in which they lived, and the movements which they represent are studied as well as the contents of the books. Two periods a week are devoted to Composition and Rhetoric work.

Literature and Composition—(Second Year) This course is a continuation of the previous course, and as in it, the time is divided into three periods a week of literature, two a week of composition. The text book used is Scott and Denny's *Composition-Literature*. The books read and studied are: Shakespeare's *Julius Caesar*, Scott's *Ivanhoe*, Eliot's *Silas Marner*, Irving's *Sketch Book*, and Tennyson's *Idyls*. The authors, times in which they wrote, etc., are studied, but the real aim is to teach the pupil to appreciate and love the best things that have been written. In this course the art side of literature is brought in as much as possible. Two periods a week are devoted to composition, both oral and written. The ground covered includes exposition and argument, and a careful study of prose and poetry.

History of English Literature—(Third Year.) In this course some theme writing is done, but the emphasis of the course is placed upon

the study of literature. The aim of the study is two-fold: To enable the pupil to understand the printed page, and to cultivate his taste for good literature, his appreciation of great thoughts beautifully expressed. A text-book in the history of English literature is used as a handbook of reference, and the effort is made to understand each classic in its historical setting, as a representative work of its period.

The following works form the basis of the course:—Pancoast's *Introduction to English Literature*," Shakespeare's "Macbeth," Milton's "L'Allegro," "Il Penseroso," "Comus," and "Lycidas," Carlyle's "Essay on Burns," Chaucer's "Prologue," Ruskin's "Sesame and Lilies." Other classics will be selected according to the needs of the class.

American Literature and English Grammar—(Fourth Year.) The first semester is devoted to the study of American literature as art and as an expression of the life of the American people. This historical setting and the life of the author are treated as important factors in the understanding and the appreciation of each work read. The course is devoted almost exclusively to the poets, essayists, and short-story writers of the nineteenth century. During the second semester a thorough review of English Grammar is given. This review is not confined to the formal grammar of the text-book but aims to present such a comprehensive view of the historical development of the language and of constructions in Anglo-Saxon as may enable the student to understand and explain idioms and constructions in modern English which would otherwise be wholly unintelligible. The course is designed especially for teachers.

Among the books used are Brandner Mathews' "Introduction to the Study of American Literature," Newcomer's *American Literature*, Washington's "Farewell Address," Webster's "First Bunker Hill Oration," and selected essays, tales, short stories, and poems from Emerson, Poe, Hawthorne, and Longfellow.

For the course in grammar: Smith's "Our Language—Grammar," (B. F. Johnson Publishing Co., Richmond, Va.)

HISTORY

Ancient History—The history of the ancient world from the beginnings of the Egyptian and Babylonian Empires until the formation of Charlemagne's Empire, 800 A. D. The work of the first half year is given to the rise and decline of the Oriental nations and Greece. The Roman Republic, the Roman Empire and the Barbarian Invasions are the subjects for the second half year. The social, re-

ligious, economic, and political life of the ancient peoples are given careful consideration, and some of the more significant myths and legends are studied to aid the pupil in getting into the atmosphere and spirit of ancient life.

Mediaeval and Modern European History—This course makes a survey of the history of Western Europe from the organization of the Empire of Charlemagne, 800 A. D., to the present time. No attempt is made to treat all periods or phases of European history with equal emphasis. The rise of the modern nations out of the disorganized and chaotic Europe of the ninth century is carefully traced. Feudalism, the Empire and the Church, the Renaissance, the Reformation, the growth of constitutional government, the French Revolution and the era of Napoleon, the unification of Germany and Italy, and finally a survey of the present state of the great powers of Europe—are leading features of the course. The nations cannot all be treated with equal fullness, and whenever a choice must be made the emphasis of the course falls on the history of England as being of greater interest and profit to Englishmen in America. This is especially true in studying the growth of constitutional government.

American History and Civics—The history of the United States from the beginning of the colonies to the present time. A careful study of colonial history is made as a necessary preliminary to the understanding of the political, social and economic development of the country in later times. For detailed study Massachusetts and Plymouth taken together are treated as a typical northern colony, and Virginia as a typical southern colony. Special emphasis is placed upon the Revolutionary struggle for independence, the rise and growth of parties, the rise and rapid expansion of the West in its influence on national life, the Jacksonian epoch, the Civil War and Reconstruction, and the transformation of the West by the Pacific railways.

The last quarter of the course is devoted to the study of the constitutional and political development of the nation and of the actual working of the machinery of American government both local and national.

New Mexico History—This course covers the history of New Mexico from the discovery to the present time. The Spanish exploration and colonization will be carefully studied with special reference to the elements of strength and of weakness in Spain's colonial policy. The Mission system, the government under Spanish rule and under the Mexican republic, the opening of the Santa Fe trail and establishing of the overland trade with the United States, the American conquest, the development of the Territory under American

rule, and the present civil government of the Territory are among the main topics of the course.

In the absence of a satisfactory text-book on the history of New Mexico, this is mainly a lecture course with reading in the library and reports on assigned topics.

MATHEMATICS

The course in mathematics includes at present only algebra and geometry. More advanced work will be offered as it is called for. The following statement indicates the scope of the courses:

Algebra—The course in Algebra runs through the first year and the first term of the second year of the Academic and Full Normal courses. The first year's work extends through simultaneous equations, and during the first term of the second year the remainder of the subject is studied through quadratic equations. Text-book, Wentworth's New School Algebra. It is necessary that students have a thorough understanding of arithmetic before attempting algebra. Most of those who fail in algebra do so because they have never learned to think coherently in arithmetic.

Plane Geometry—The course in plane geometry occupies one year. In this as in all mathematical courses, the emphasis is laid upon reasoning rather than upon memory. The important thing is for the student to develop an ability to think out a mathematical demonstration rather than merely to remember a demonstration given in the book or by the teacher.

NATURAL SCIENCES

Physical Geography—The text-book used is Tarr's Physical Geography. The aim is to acquaint the student with the principal dynamic processes which have brought the earth into its present condition, and the most important facts regarding the structure and topography of the earth's surface, the atmosphere, temperature, winds, tides, ocean currents, et cetera. The country in the vicinity of Las Vegas—rolling mesa land on one side, mountains and canyons on the other—exhibits a large variety of formations and affords illustrations of many typical processes. Use is made of the topographical maps prepared by the United States Geographical Survey, and by the use of these maps and their contour lines, relief maps are constructed showing the principal drainage areas and divides of the United States, and also more detailed relief maps of this portion of the Territory of New Mexico.

Physiology—Since the student comes to this course without previous training in zoology or general biology, the work is necessarily of a simple and elementary character. Thorough laboratory work is done, however, and three objects are aimed at: First, to introduce the student to a scientific method of laboratory work in a biological science; second, to give him an acquaintance with the principal facts regarding the structure and functions of the human body; and third, to make him familiar with the most important laws of wholesome and hygienic living. The text-book is Blaisdell's *Life and Health*.

Botany—The work in Botany covers the ground as fully as possible from the simplest plants to the highest specialized forms. Morphology, plant physiology and structure, geographical distribution and ecology are all briefly studied. The week is divided into four hours of laboratory work and three hours of recitation. The laboratory is equipped with several high-power compound microscopes for the study of minute structures, and a supply of dissecting microscopes. Collier's *Botany* is used as a text-book. The course is intended to give the pupil a good general knowledge of plant life and the plant's relation to the rest of the world.

Physics—The course in Physics occupies a full year and is planned to meet the uniform college entrance requirements. The physical laboratory is well equipped with apparatus illustrating the more important principles of mechanics, sound, heat, light and electricity. Students are expected to do individual laboratory work. In addition to the use of the apparatus which is provided, some attention is given to the construction of simple pieces of apparatus. For such work the equipment of the manual training department affords excellent facilities. The text-books are Carhart and Chute's *High School Physics*, and Chute's *Physical Laboratory Manual*.

Chemistry—The course in Chemistry covering one year is, like that in physics, planned to meet the college entrance requirements in that subject. It is a thorough laboratory course in which each student, after an introduction to the simple laboratory processes and manipulations, is required to work out a series of experiments giving insight into the nature of chemical action and an understanding of chemical forces. The text-book is William's *Elements of Chemistry*. The courses in chemistry and physics are given in alternate years.

LANGUAGES

Latin—The arrangement of the work during the four years is the same as that which is almost universally adopted in high schools and

preparatory schools. During the first year a thorough study is made of the grammar, accompanied by exercises in composition and simple translation. The text-book is Collar & Daniel's *Beginner's Latin Book*, and an attempt is made, in accordance with the principles upon which this book is based, to get the student to think of Latin as a language through which thoughts are actually to be expressed, rather than as a field for the juggling of verbal forms and case endings. When the student has not only learned forms, but learned to use them freely in both oral and written composition, and has come to feel the force of the order of words in a Latin sentence, the reading of four books of Caesar during the second year should be a relatively easy task. In the third year six orations of Cicero are read, and there is continued study of grammar and composition. In connection with the works read, an attempt is made to give the student some insight into the historical situations out of which they came, and some appreciation of their literary value.

Spanish—Two years' work are offered in Spanish. The course is primarily conversational, and the aim is to enable the student to acquire a free use and understanding of the language. The teacher speaks Spanish and English with equal fluency, and Spanish is from the beginning the principal means of communication in the class. Loiseaux's *Grammar* and Loiseaux's *Reader* are used, and during the second year a number of brief modern works are read. The amount of translation is reduced to a minimum. The desire to secure the intelligent reading of a good deal of Spanish, together with Spanish conversation about the material read as well as about topics of the day. Grammar is not neglected, and in particular the student is expected to acquire an accurate knowledge and use of the subjunctive mode, the only serious difficulty in Spanish grammar.

PROFESSIONAL BRANCHES

Psychology—A full year is devoted to the study of psychology. In the Full Normal course it is arranged that this shall precede the work in Systematic Pedagogy to which it is related as theory is related to practice, or as a science is related to the corresponding art. The first half of the year is devoted to a general course in elementary psychology, using as a text-book, Angell's *Psychology*. This is supplemented by lectures and by assigned readings from other works with which the library is well supplied. During the second semester a course in Child Psychology is given, based on Kirkpatrick's *Fundamentals of Child Study* as a text-book. Much of the

recent literature on the subject is studied by the students in individual assignments, upon which reports are made in class.

Systematic Pedagogy—In this course, extending throughout one year, the pupil will learn to apply the principles of psychology to education. The necessity of being on the lookout for sense-defects in pupils will be emphasized. The relation of mind and body, in so far as it is of importance to the teacher, will receive attention. Considerable attention will be given to the larger topics, such as the law of habit, the law of self-activity, the law of development, interest, apperception, etc. In brief, the purpose of the course is to ground the pupils as thoroughly as possible in the science of education.

School Management—This course is designed to save the pupil from the failures incident to "learning to do by doing." It will certainly be to the advantage of the schools they may later teach if they enter upon their work with a knowledge of the plans and methods that have been tried by others, and have stood the test of the survival of the fittest. Much attention will be given to the heating, lighting and ventilation of school buildings, and to other matters that concern the health of the school children. The pupil will be instructed in regard to the formation of a course of study, the arrangement of a daily program, the value of system, the necessity, purposes, and methods of discipline, the importance of moral training, etc.

History of Education—Those taking this course will be expected to make a general survey of the field, to learn of the great educational movements, and to become acquainted with the great leaders of educational thought generally, known as education reformers. The streams of influence emanating from these men and movements will be traced through the centuries down to modern times. The mediaeval and modern systems will be compared and contrasted. The school systems now in operation in the most important countries of Europe, in the United States, and in New Mexico will be studied. Special attention will be given to whatever will broaden the view of the pupils and give them a better grasp of educational problems.

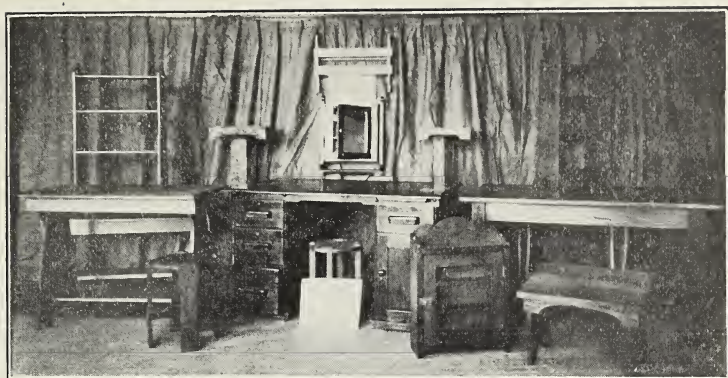
Special Method in Arithmetic—This is not a review class in arithmetic, yet a considerable amount of review work will be done if found necessary. It is the purpose of the course to present various methods of teaching arithmetic so as to make it a thought developer, instead of a memory study; to teach pupils to work by reason rather than by rule; to beget accuracy of statement and love of good form by requiring careful and systematic arrangement of all work. One semester.

Special Methods in Geography—This course will be varied to fit

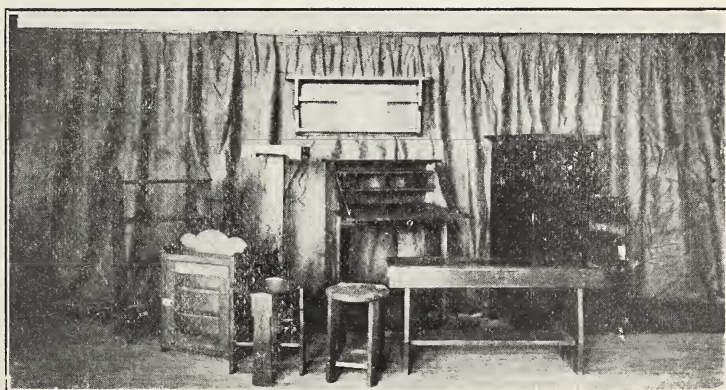
the needs of those taking it. While the best method of teaching geography will be the central idea; this idea may be illustrated by actual work rather than taught by mere discussions. In other words, there will be more or less review work which will refresh the memory of the class on the subject, and at the same time illustrate the methods of teaching. One semester.

Special Method in Reading, Literature and Grammar—Reading is taught in two entirely different ways and with two entirely different aims. The purpose of reading aloud is, as a rule, to express the thoughts of an author for the entertainment or instruction of some one other than the reader himself. Reading in this sense is perhaps the most poorly taught subject in the entire curriculum. Too often such matters as articulation, intonation, modulation, enunciation and even pronunciation are much neglected. No reference is here made to elocution, which is more pretentious, and, as usually taught, aims rather at recitation than at plain reading. One may, however, become an expert reader in this sense, without having this taste for connected reading cultivated. It is far more important to cultivate an appreciation of literature, a love for books, than to make a skillful reader aloud. Though these two do not usually go together, there is no reason why they should not. It is the purpose of this course to emphasize both, and to unite the two. Grammar is included partly because it is important in itself, but mainly because it can be so taught as to aid literature by teaching the pupil more thoroughly to get at the author's meaning.

Observation and Practice Teaching—During the senior year of each of the normal courses, the student is required to spend at least one hour and fifteen minutes a day in the training school. During the first part of the first semester the work is limited to observation. There are frequent meetings with the critic teachers and with the supervisor of the training school, in which the student receives definite instructions regarding what she should look for and at which reports are presented regarding observations which have been made. Practice teaching begins during the latter part of the first semester and is continued throughout the second. In practice teaching each student teacher is required to present detailed plans for each day's lesson at the beginning of the week. These plans are gone over with the critic teacher under whom she is working, and any desirable modifications are suggested. At the close of each day's session there is a conference between each critic teacher and the group of student teachers who are working under her direction. The purpose of this work is not merely to give the normal students practice—for they would get that as soon as they begin to teach schools of their own—



A SPECIMEN OF THE WORK IN MANUAL TRAINING, 1909-10



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but to give them practice under such expert guidance as will enable them to pass from the science of pedagogy to the art of successful teaching with the fewest blunders and the least possible waste of time and energy. Every student who has passed through this course in observation and practice teaching is in an important sense an experienced teacher.

Students who are taking the Kindergarten Training Course have ample opportunity for observation and practice work in the Kindergarten, and this is considered a highly important feature of the course. Through this practice work, the student teacher learns how to deal with childish tendencies, faults, and virtues; how to encourage industry, self-reliance, helpfulness, and courtesy; and how to discourage the opposite inclinations. The child can be studied successfully only at short range, and in the close and friendly contact of the Kindergarten the young teacher learns what she could not learn in classes.

Kindergarten Theory—The work in the kindergarten theory, based upon the psychological study of the child, deals with his instincts, impulses and interests and shows how, through the right direction of the child's natural self-activities, he is best educated.

A comprehensive study of the life of Frederick Froebel and of his unique book of Mother Plays will also form a part of this course.

Kindergarten Methods—Gifts, Occupations, Games, and Rhythms. Froebel's kindergarten gifts are based upon the fact that the fundamental forms of art, nature, and architecture are geometric. A careful study and investigation of the best educative use of these gifts will form an important part of this course. The kindergarten occupations form a primary course in art and manual training. The mind of the child through the eye and the hand is trained to discriminate between colors, materials, and proportions and to recognize the adaptability of certain forms, colors and materials to certain uses. Both the gifts and the occupations are mediums by which the child is led from imitation and following direction to original creation.

Play is the true expression of child-life. Froebel attached great importance to play throughout the entire kindergarten program. This part of the work in kindergarten methods recognizes that natural expression of the child and endeavors to show through this study of dramatic, imitative, and gymnastic play how to train the imagination, develop the senses, and encourage free and unrestrained bodily expression, and to banish self-consciousness.

Besides learning a great number of games themselves, a study of the various kinds of games, dramatic, gymnastic, traditional, and

symbolic will receive due attention. This division of the subject of methods includes rhythmic movements and marching.

Music forms so important a part of the daily program of the kindergarten that it is an essential to the course. Each student will be required to be able to play upon the piano or organ with a certain degree of skill and she must also be able to sing acceptably. The courses in instrumental and vocal music afford ample opportunity for this work.

Kindergarten Principles—Kindergarten principles for the senior year covers a thorough study of Froebel's philosophy and his principles of education fundamental to the kindergarten.

Juvenile Literature—Stories and Story-Telling. The purpose of this course is not only to give the student a knowledge of what is best in children's literature and the standards by which real children's literature is judged, but to be able to tell a good story at the right time and in an acceptable and interesting manner. There are many classes of stories, each distinct in its purpose and meaning. The myth, the fairy story, the folk-lore, and the fable each has its own sphere of charm and of usefulness. It will be the work of this semester to study the various classes of stories and the history in brief of the beginnings of each. Early literature of various peoples, Norse, German, Irish, Greek, and Roman as well as the best productions of our more modern writers. Ruskin, Field, Stevenson, Riley, Lear, Carrol, Anderson and many others whose names are on the immortal roll of story-tellers shall find their own places in this course in juvenile literature.

MUSIC

The purpose of the course in vocal music is to help the student by means of daily class work to comprehend some of the fundamental laws in music, to enable him to read readily and intelligently some of the less difficult compositions, and to use his voice and breath correctly. For the prospective teacher, the study of the child's voice and its proper use and the learning of many children's songs (which this course includes) will be of great value. There are certain works in music, standard hymns and some of the best writings of the masters in music which are within the average student's ability to comprehend and to perform. This, together with some knowledge of musical history and the development of the art of music, should form a part of every student's general education. The work of the chorus which will meet several times a week is for this purpose of general musical culture.

The department of instrumental music has grown in importance and members and is now a popular department of the Normal. The following statement is a suggestion of the work that will be offered this year:

The Pianoforte Course is designed to equip the student for a career as a soloist or teacher or both.

In order that students may form a comprehensive idea of the literature of the Pianoforte they are required to have studied a repertoire averaging five pieces each by the following composers: Bach, Handel or Scarlotti, Mozart, Haydn or Clementi, Beethoven, Schubert or Weber, Schumann or Mendelssohn, Chopin, Modern Composers: Brahms, Grieg, Tschaikowsky, MacDowell, etc.

OUTLINE OF PIANOFORTE COURSE.

Elementary—Theory and Technical Exercises, for the formation of finger, hand and wrist touch: B. D. Mathew's "Child's First Book," W. S. B. Mathew's "Graded Materials," Grade II. and III., Finger Exercises, Scales, Arpeggios, etc., Sonatinas and pieces by Kuhlau, Kullak, Clementi and Beethoven.

Intermediate—All forms of Technical Exercises, Scales, Arpeggios, Double Thirds, Sixths, Octaves, Studies by Czerny, Clementi, Heller and Mathew's "Graded Materials," Grades IV, V and VI. Pieces by Mozart, Haydn, Bach, Schumann, Beethoven, etc.

Advanced—Studies by Clementi, Chopin, Henselt, Liszt, Mathew's "Graded Materials," Grades VII and VIII. Pieces and Concertos by Bach, Beethoven, Chopin, Schumann, and modern composers.

DRAWING, PAINTING AND MODELING

A full year's work with daily recitations is given in a general art course. This is required of all Normal and Academic students. It presupposes no greater knowledge of art than is obtained in the ordinary graded schools, and requires no special degree of artistic talent. The media used are pencil, charcoal, pen and ink, water color, pastel and crayon. Some attention is given to the rendering of casts both antique and modern in pencil and charcoal, and work is done in still life, landscape and in sketching from the living model. Some elementary instruction is given in clay modeling. A brief survey of the history of art is made in the latter part of the course.

MANUAL TRAINING

The work in manual training is given to the boys of the 7th and 8th grades in the Training School. To the students of the Normal and Academic courses, two years' work is offered. If desired, additional

work may be taken but no additional credits will be given. The work is as follows:

First Year—Joinery—Some previous knowledge of the use and care of tools is assumed. The first half year is given up to making a number of articles which illustrate the construction of the following joints: Butt joint, cross lap joint, mortise and tenon joint, keyed joint, glued joint, dovetailed joint.

Most of these joints are worked out in soft wood. After finishing these the pupil is allowed to design and make some simple article of furniture. Each student must provide himself with a two-foot rule and a note book.

Second Year—Cabinet Making—This work will be given only to those who have done satisfactory work in Joinery. Each student will design, and build some article of hard wood furniture. The finishing of the pieces will receive special attention. Some work in carving, turning and hammered metal will be given, but only as a means of decorating the other work. Each student will need a two-foot rule.

MECHANICAL DRAWING

This work will be given to Normal and Academic students and two years' credit will be allowed. Each student must provide himself with drawing set, triangles, scale, ink, erasers, thumb tacks and pencils. Drawing paper, T-squares and drawing boards will be furnished by the school.

First Year—The first semester will be devoted to geometrical constructions, lettering and a few problems in isometric and cabinet projects. The second semester's work will consist of Projections, Conic Sections and Intersection and Development of Surfaces.

Second Year—The work for the first semester will consist of working drawings for Manual Training, machine details and some simple machine parts. Special attention will be given to proportion, dimensions and shading. The last half of the year will be spent in drawing, tracing and blue printing the parts of machinery.

HOUSEHOLD ARTS

ECONOMICS AND CHEMISTRY OF FOODS.

Course I.—Selection and preparation of foods. The student is taught the nature and uses of foods, their chemical composition and the effects thereon of heat, cold and fermentation, and the processes of

their manufacture. Special attention is given to meats, cheese, milk, fats, gelatine and the making of salads and beverages.

Course II.—This course is a continuation of Course I. The subjects considered are the economics of foods and their preservation.

Course III.—Advanced cookery and serving. This course is a continuation of the work given in Courses I, and II. It deals with the preparation of more elaborate dishes, appropriate garnishings and table service; problem of marketing; making of menus; serving of breakfast, luncheon and dinner, and invalids' trays; care of dining room, care of linen, cutlery and silver; chafing dish cookery. Each girl is required to give one demonstration before the class.

Course IV.—Dietetics—The work in dietetics includes a study of the principles of diet; consideration of the nutritive value, digestibility and cost of foods, relation of food to health, age, sex, and occupation. Home-nursing, care of sick-room, diet and cookery for the sick are considered.

HOME SANITATION

Shelter and home life of different peoples; situation, surroundings and construction of the house; sanitary conditions; heating, lighting, ventilating, plumbing; house planning; finishing of floors, walls and ceilings.

HOUSE FURNISHINGS

This course treats of house furnishings, their purpose, suitability, durability, color and its application in home decoration, design in relation to form. Furnishings are considered from both the sanitary and artistic standpoints. Estimates are made of furniture, textiles and other furnishings of the home.

HOUSEHOLD ARTS

Course I.—Hand Sewing—The work of this course includes both simple and fancy stitches.

Course II.—Hand and Machine Sewing—Use of purchased patterns, cutting and working of undergarments and shirt waists, embroidery, use and care of machine.

Course III.—Textiles and Clothing—(a) Textiles: In this course the fibers of flax, silk, cotton, wool, jute, ramie, etc., are studied. It

includes als a study of fabrics their beginning in the arts and industries of primitive life; modern processes of manufacture spinning, weaving, printing and dyeing. A textile book is prepared illustrating the variety and quality of finished products of different fibers and their economic values. (b) Clothing, its use, materials, application of principles of design to dress, designing of a dress; importance of good lines and good color combination; care and cost of clothing.

THE TRAINING SCHOOL

It is our aim to give the children in the training school superior advantages. More than the usual amount of attention will be given to certain matters which are usually much neglected. For instance, regular and systematic work will be done in morals and manners. Kindness to animals will be taught both directly and indirectly through the medium of nature study. It is believed that a boy who makes animals his friends will be a better citizen. We have a school garden for flowers and vegetables which the pupils themselves cultivate. They must do nature study at first-hand; furthermore, a school garden in which pupils and teachers are partners largely obviates the necessity for discipline. Much attention will be given to memorizing poems, memory gems, proverbs, etc. Regular work will be done in drawing and the manual arts; there will be blanket weaving and various kinds of construction work involving the use of raphia, clay, paper, scissors, etc.

The Kindergarten serves as a stepping-stone to the grades. In this department we take as our motto Froebel's saying: "Come, let us live with our children." We believe that a child has a right to live a child's life. The development of the child's whole being shall be our first aim. This, it is believed, will be worth more ultimately than to make direct preparation for later life the primary aim. The emphasis of helpfulness, which is the keynote of the kindergarten, trains for service. From an absolutely self-centered being the child must be converted into a social being before it can become a fit citizen of a community. The kindergarten is designed to train the child to recognize the rights of others and to co-operate with others. Song, story, play, games and work are all utilized to accomplish the desired end.

THE GRADES

As reading is the key that unlocks all other studies, and as it is of transcendent importance in itself, more than the usual amount of time will be given to it in all the grades.

It is important that every one should be able to read aloud intelligibly and intelligently, but it is far more important that one should be trained to love good books. The love of good literature means far more for character training than the most skillful reading aloud can possibly mean. Therefore, while we shall endeavor not to emphasize the latter less, we shall hope to emphasize the former more than it is usually emphasized.

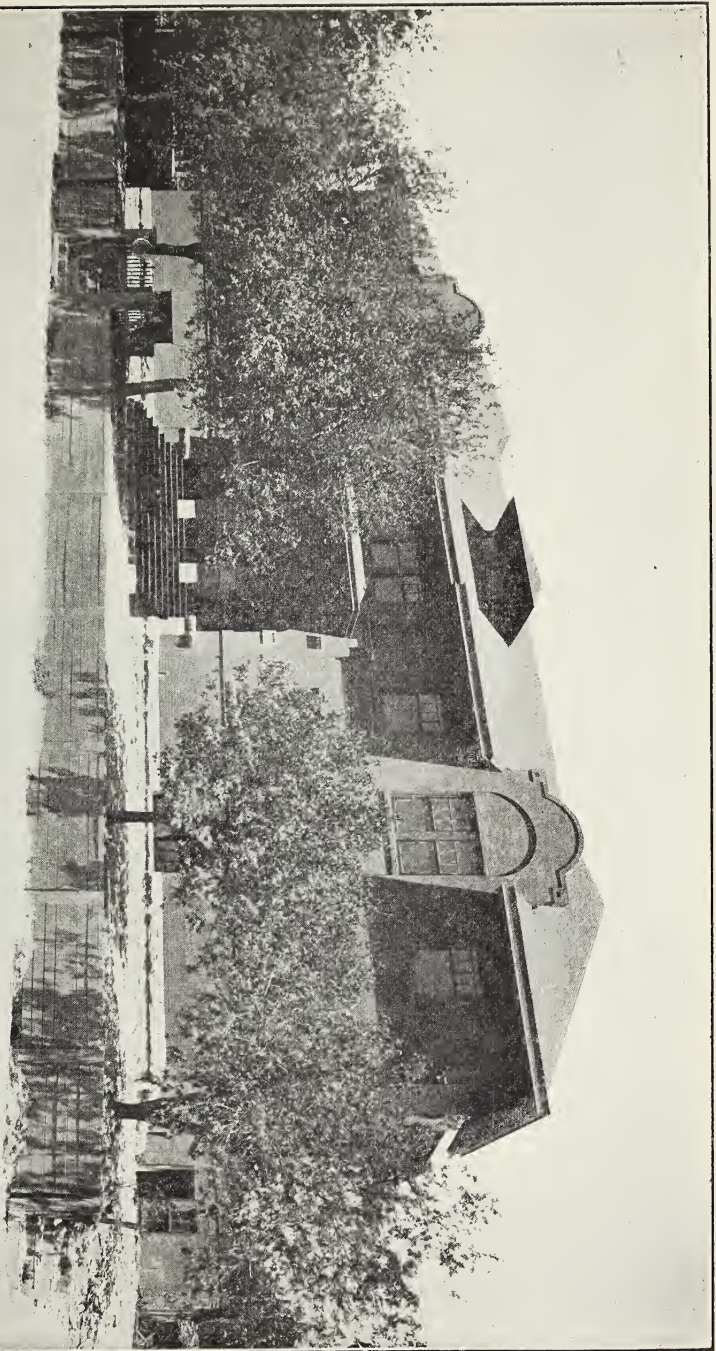
In teaching beginners, the method used will be eclectic. We shall adopt the best found in the various systems. The sentence method is believed to be best to cultivate good expression in reading, but the word method is used in connection with it in order to secure rapid progress. Hence sooner or later the word must be seen as a combination of letters. In this connection phonograms are used to great advantage, as they introduce one to whole families of words at once.

While emphasizing expression, the main purpose is to make pupils independent and self-reliant as soon as possible. Experience has shown that even pupils who are not exceptionally brilliant can read from ten to fifteen books the first year, and from twenty to thirty the second, a greater number than pupils formerly read in all the grades together. This large amount of reading may reasonably be expected to give a greater amount of training, a greater fund of information, and consequently wider interests, which may be made to serve as a basis of future work.

While careful attention will be given to training the children in reading aloud, giving good expression, and observing all the requirements of good reading, we believe, as stated before, that it is far more important to cultivate in the pupil a love of reading; it will mean much more to him in after life; it will make a liberal education possible even though his school life may be cut short, whereas the most skillful reader-aloud who does not love good literature has the main avenue to enjoyment and to culture closed to him. Therefore we shall try to help our pupils to form the reading habit. As a means toward this end a large number of books will be given each grade, some to be used in class as supplementary reading and some to be read outside. These lists will be found in the outline of work for the separate grades.

FIRST GRADE

Reading—Aldine chart, primer and first reader, Art Literature primer and first reader, Cy's first reader, Wide-Awake primer, Sun Bonnet Babies.



THE NEW GIRLS' DORMITORY, WHICH WILL BE READY FOR OCCUPANCY IN SEPTEMBER, 1910

Language—Language work will be closely correlated with reading; the best preparation for reading in an exercise in language work. Furthermore, the reading lesson will give excellent material for language work. There will be oral reproduction of nature stories, folk stories, fairy stories and fables. There will be conversation on nature study pictures, on the pupils' playthings, pets, companions, etc. The simpler rules of punctuation are taught, including some of the uses of capitals, the use of the possessive, etc. Written work is begun. Work is based on Cooley Manual Book I, and Primary Plan Book.

Numbers—Based on Natural Number primer. Idea of number has been developed by actual work in measuring and such things as the needs of the children give occasion for.

Nature Study—Observation of insects brought into the class room, of seed sown in boxes in the winter, and in the school garden in the spring, a cultivation of the love of flowers, nature stories, etc.

Drawing and Manual Arts—Color and form study combined in familiar spherical objects, memory drawing, observation and constructive work, type solids, special days observed, simple designs, picture books made.

Spelling—It is our aim to make good spellers of our pupils. In the lower grades the spelling work will be based wholly on the other work in order to teach the pupils the words they actually use. In the higher grades words which the pupils are likely to need will be added to those they actually meet with in their various studies and will be spelled and used in sentences to show a correct understanding of their meaning.

SECOND GRADE

Reading—Art Literature Reader II, Aldine Reader II, Cyr's Reader I and II, Hiawatha Primer, Bow-Wow and Mew-Mew.

Language—Based on that in first grade, but more advanced, more written work, more dramatization, additional rules of punctuation, use of capitals, etc.

Numbers—Based on work in first grade, larger numbers introduced, more difficult combinations, continued drill on tables. More concrete work, and some abstract work.

Nature Study—Similar to that of first grade, with a more extended study of the environment, plants, animals, weather.

Drawing and Manual Arts—Color study use of tints and shades, animal and figure study from life; border and pattern work; construction work to correlate with language work.

Spelling—See first grade.

THIRD GRADE.

Language—Based on the Cooley Manual Book 2, and the Intermediate Plan Book, both oral and written reproduction of stories read or heard, descriptions of things observed, continued study of punctuation, etc.

Arithmetic—Based on the adopted text and following up the work done in the preceding grades, careful attention to accurate statements, correct analysis, good form, and neatness.

Nature—In addition to the kind of work done in preceding grades, books on animals and plants will be read.

Reading—(1) Oral Reading—The adopted books, Art Literature III, Cyr's Third Reader. (2) Silent reading for study in science, history, Geography and Literature,—The Little Cousin Series (Wade). Among the Night People (Pierson). Sea Stories for Wonder Eyes (Hardy). Stories of Ancient Greeks (Shaw). Old Greek Stories (Baldwin). In Story-land (Harrison). A Child's Garden of Verse (Stevenson.)

Spelling—See first grade.

Drawing and Manual Arts—Continue color study, draw animals and figure study from life, simple designs from nature, use in border and surface patterns, construction work, holidays observed, play house furnished.

Geography—Geography in the third grade and those below it will be taught mainly in connection with the nature study work, and will be oral. Excursions will be made for the purpose of observing interesting features of the environment. Trades and occupations will be considered. Food products, clothing, their manufacture, etc., will be dwelt upon.

FOURTH GRADE.

Reading—(1) Oral—Adopted books, Art Literature IV. Friends and Helpers, Cyr's Fourth Reader, (2) Reading for study in science, history, geography and literature,—Stories of Starland, (Proctor), Tales of a Poultry Farm, (Pierson). Discoverer's and Explorers, (Shaw). Greek History Stories, (Diman.) Little Folks of Many Lands, (Chance.) A Boy of a Thousand Years Ago, (Comstock.) Stories of Ancient Peoples, (Arnold). When the World Was Young, (Brown.) Favorite Authors, (Humphrey.) Prose and Verse for Children, (Pyle.)

Language—More advanced than in third grade, more written work, more emphasis not only on correctness, but on good form in expressing thoughts, and on neatness in all written work.

Arithmetic—More emphasis will be placed on arithmetic here than in the grades below. Increasing familiarity with the fundamental

operations, the common combinations, will be required. Work with areas will be begun, and more difficult fractions than those introduced in the lower grades will be taught.

Spelling—See first grade.

Nature Study—Much of the nature study work in this and the higher grades will be done in the school garden. Observation of the habits of domestic and wild animals will be encouraged. The instincts of birds as shown in their nesting, and in their migration will be watched. Books like *Black Beauty*, *Rab and His Friends*, *Beautiful Joe*, *The Strike at Shanes*, etc., will be read by all the grades old enough to appreciate them; in fact everything possible will be done to cultivate the powers of observation, a legitimate curiosity, a love of nature, kindness to animals and a general sympathetic attitude toward everything and everybody.

Geography—A text-book (the one adopted) will be taken as the basis of work in geography in this and all the following grades. Emphasis will be placed on those things that have to do with life, that affect man, rather than on the more mechanical feature, such as memorizing, the names of capes, bays, etc., etc.

Drawing and Manual Arts—Measurements and planning, drawings, shaded, color harmony, card-board construction, pen and ink drawing, drill in design.

FIFTH GRADE.

Arithmetic—Walsh's Grammar School Arithmetic I, and Smith's Intermediate Arithmetic.

Geography—Completion of Redway and Hinman, supplemented by Carpenter's Geographical Readers.

History—In addition to stories of prominent inventors, naval heroes, philanthropists, statesmen, orators, pioneers, etc., complete reading of Montgomery's *Beginners' History* and MacMaster's *Primary History of U. S.*

Reading—The adopted books, *Arabian Nights*, *Boy's King Arthur*, *Black Beauty*, *Greek Gods*, *Heroes and Men*, *Gullivers' Travels*, *Hia-watha*, *King of the Golden River*, *Open Sesame II*, *Robinson Crusoe*, *Secret of the Woods*, *Squirrels and Other Fur Bearers*, *Tales from English History*, *Tanglewood Tales*, *The Story of Troy*, *The Strike at Shanes*, *The Ways of Wood Folk*, *Ulysses Among the Phoenicians*.

Language—The adopted book is used in this grade, but is supplemented by much outside work. Stories of famous men,—poets, painters inventors etc. are read and reproduced. Careful written work is required.

SIXTH GRADE.

Arithmetic—Complete the Walsh's Grammar School Arithmetic, Book I., and supplement the work by use of Smith's Intermediate Arithmetic, and Language complete, Woodley's Foundations in English, Book I. Extend and intensify the topics in this text by the use of Simple technical phases of grammar, such as parts of speech, kinds of sentences, parts of sentences, modifiers, punctuation, capitalization. Much time will be given to correct oral and written composition, paragraphing and the intensive study of memory gems.

Reading—Norse Stories, Legends, Stories of Greece, Rome, Middle Ages, Man Without a Country, Fanciful Tales, Odyssey, Adventures of Robin Hood, King Arthur and His Knights, Heroes of the Middle West, Heroes and Martyrs of Invention, Boyhood in Norway, Greek Heroes, etc., Uncle Remus, The Tar Baby, Nights With Uncle Remus, Alice's Adventures in Wonderland, Story of Seigfreid, Story of the Golden Age, Legends of Charlemagne, Age of Fable, Age of Chivalry, Song of Kolano, Wonder Tales from Wagner, etc

Geography—Complete: Redway and Hinman's Introductory Geography, Dodge's Elementary Geography. Emphasize economical, commercial, industrial aspects of countries. Study influences of winds, currents, topography of country on human activities. Study the peoples of different countries.

History—In addition to the list mentioned in former Course of Study, complete Montgomery's Elementary History of United States.

Spelling—Same as fifth.

Nature Study—The pupils study birds, their migration, the courses and routes thereof, and their relation to man, and insect and plant life. The fly, the mosquito, moth, bee and butterfly are studied as types of insects. Particular attention is paid to beneficial and injurious insects.

Spelling—Exercises are given in written and oral spelling and the most simple and necessary rules of spelling are taught.

SEVENTH GRADE.

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Reading—The adopted books, Alhambra, A Bunch of Herbs, (Burroughs), Enoch Arden, Evangeline, Last of the Mohicans, Natural History of Selborne, Poems of Emerson (for children), Tales of a Grandfather, The Two Great Retreats, Tom Brown's School Days, Vicar of Wakefield, Washington's Rules of Conduct.

Arithmetic—Review of decimals; percentage and its applications; insurance, taxes, profit and loss, simple interest; problems of actual business transactions solved with exactness and rapidity.

Geography—Review of physical conditions which affect life; careful study of North America, the United States and its possessions, Canada, Central America, and the West Indies.

Grammar, Language, Composition—Review simple sentences, elements and modifiers; classify phrases and clauses; inflection of parts of speech; syntax; analysis and synthesis of phrases, clauses and sentences; further study of punctuation, abbreviations, etc.; oral and written description, characterization based on the pupils' reading, experience, and knowledge.

History—Study of American Indians; discovery and exploration; early activity due to commercial enterprise; settlement; French and Indian wars; development of the colonies; revolution, confederation, constitution.

Psychology and Hygiene—Practical rules of hygiene are taught even in the lower grades; in this grade a text book will be used but the emphasis will be put upon those things that most directly concern health.

Drawing and Manual Arts—Drawing in shade and shadow; perspective work; paintings completed with background. Constructive work in manual training department.

EIGHTH GRADE.

Reading—The adopted books, Bunker Hill Oration, Franklin's Autobiography, Deserted Village, House of Seven Gables, J. Bird Land, News From the Birds, Plutarch's Lives, Poetry of American Patriotism, Star Land, The Great Debate, The Old Manse, The Footpath Way, The Succession of Forest Trees.

Arithmetic—Stocks and bonds; simple ratio and proportion; measurements; square root and cube root; longitude and time; metric system.

Geography—Study of South America, Africa and Australia with emphasis on commercial relations with the United States.

Grammar, Composition, Language—General review of the parts of speech; complex and compound sentences; thorough drill in punctuation, capitalization, abbreviations; continued study of roots, prefixes, suffixes, synonyms, homonyms and antonyms; oral and written descriptions, narrations, and expositions; appreciative readings of short stories and poems.

History—Brief review of the confederation and constitution; organization of the government; growth under constitution; civil war; national life; leaders in literature, science and philanthropy; actual government of the territory in which we live.

Spelling—See first grade.

Physiology and Hygiene—In this grade a more thorough knowledge of the facts of physiology, and further instruction in regard to the practical rules of hygiene will be given.

MANUAL TRAINING FOR SEVENTH AND EIGHTH GRADES.

Simple articles in thin wood, such as will give practice in using all the tools, are first given as problems. Then as the ability of the pupil is developed, tasks requiring greater skill are given. The pupils are required to make sketches or working drawings of all articles they construct. The older pupils in the Eighth grade can frequently do the same work that is done in the first year of the academic course.

Summer School

A summer session of eight weeks is held each year beginning on the Monday following commencement.

The work in the summer school will be of such a nature as to meet the needs of teachers, yet will be so presented that credit may be given those who do satisfactory work.

The attention of all persons who are now teaching or who expect to teach in the territory of New Mexico is called to the following territorial law: "It shall be compulsory upon all persons who expect to teach in any school district, independent district, or incorporated town, or village, to attend the county institute or to show a certificate of attendance upon some county institute or summer school approved by the Superintendent of Public Instruction held within the year."

Attendance at the Summer School of New Mexico Normal University is accepted as fulfillment of the above legal requirement, and those who attend the Summer School need not attend the county institute in the same year. This applies to persons from all counties of the territory.

The railroad fare in excess of \$3 each way will be paid by the institution for all who expect to teach and who attend the entire session of the Summer School. The student should get a receipt when he buys his ticket.

At the close of the summer session examinations are held under the direction of the Territorial Board of Education for the granting of teachers' certificates. Credits gained by continuous attendance through the summer session and satisfactory work, are accepted in place of examination in these subjects.

The attendance at the summer school includes a large number of the best and most intelligent teachers of the Territory, and teachers who wish to spend two months in study may be assured of congenial and helpful associations as well as the use of all the facilities of a well equipped school.

The announcement regarding the Summer School for 1911 will be published in January, 1911, and will be sent to anyone on request.

EXPENSES.

The New Mexico Normal University is maintained almost entirely by funds appropriated by the territorial legislature. No tuition is charged for those doing strictly normal school work, but a slight charge is made to include book rent, library fee, domestic science fee, etc. Those who are not doing strictly normal school work are charged a nominal tuition fee in addition to book rent and other fees. In the table below the total charge per term for each department is given.

The change from a semester to a term schedule, makes imperative a readjustment of the tuition fees. The fact that fees may be paid three times a year instead of twice a year, makes it easier for the student to meet his obligations. That the student may be encouraged to pay promptly, a discount that approximates ten per cent. will be given on all tuitions and fees for full term paid in full before four o'clock, Friday, September 9th. The fees for the other terms must be paid on the day of registration that the benefit of the discount may be received.

The regular tuition and fees for one term will be as follows:

Normal	\$3.75
Academic Course	9.25
Seventh and Eighth Grades	3.75
Fifth and Sixth Grades	3.15
Third and Fourth Grades	2.75
First and Second Grades	2.40

In case the student pays in advance as specified above, the tuition and fees will be as follows:

Normal	\$3.40
Academic	8.20
Seventh and Eighth Grades	3.40
Fifth and Sixth Grades	2.80
Third and Fourth Grades	2.50
First and Second Grades	2.10

TEXT BOOKS.

All text-books used in all courses except stenography, are provided by the institution, for a rental fee included in the charges given in the above table. This makes it possible for students to make use of a much larger number of books, and at the same time it saves them a great deal of expense. To insure the careful handling and the safe return of the books, a deposit is required of each pupil as follows: \$2.00 for the Normal and Academic departments, and \$1.00 for every



GIRLS' BASKETBALL TEAM, 1908-10

other department except the kindergarten, which has to make no deposit. This deposit is refunded when the books are returned in good condition. Books that are abused beyond the necessary wear and tear must be paid for by the pupils responsible for such abuse.

RETURN OF RAILROAD FARE

The railroad fare in excess of \$3 each way will be paid by the institution for all who expect to teach and who attend the entire session of the summer school.

SHORTHAND AND TYPEWRITING.

A full year's course is offered in shorthand and typewriting. The Pernin system of shorthand and the Van Sant system of touch typewriting are taught. One period daily is devoted to instruction in shorthand and typewriting and it is expected that students who take this work will devote at least one hour a day to the study and practice of shorthand outside of class, and one hour a day to practice on the typewriter. It is therefore desirable that students who take this work shall carry not more than two or at the most three studies in addition to it. It is essential that those who expect to make a success of stenography shall have as a foundation a thorough English education. A good knowledge of English grammar and orthography is therefore necessary before this work can be taken up. It is further desirable that special students who take stenography, shall also carry one full course in English throughout the year.

For students who come with proper preparation and are willing to devote a reasonable amount of time to the work, it is possible to obtain a complete knowledge of this system of shorthand within one year, and to gain such speed in the use of it as will qualify the students to accept a position as stenographer. It is above all, necessary that students who expect to take this course shall begin it promptly at the opening of the session, as it is practically impossible to catch up with the class after the work of the first week or two has been past.

The tuition for the course in shorthand and typewriting is \$15.00 per semester in addition to whatever tuition and other fees the student may pay in other departments. This includes the use of typewriter one hour a day for practice. The text-books in this department are not furnished by the institution, but must be purchased by the student.

PRIZES AWARDED, 1910-1911

The President's Prize—The President will give a chocolate pot and cups to the girl in the course in cooking and serving, that conceives, prepares and serves the best luncheon for eight people at a total expense that does not exceed \$1.50.

The Murphey Prize—Mr. E. G. Murphey, the druggist, will give a handsome set of Shakespere's works to the student winning the local preliminary oratorical contest.

The Brown Prize—Mr. Millard W. Brown offers a gold medal to the best all round athlete in the Normal and Academic departments.

The Hedgcock Prize—Mr. C. V. Hedgcock will present a pair of shoes to the student of the Eighth Grade that has the highest general average in scholarship, for the year. To obtain this prize the pupil must have high standing in conduct.

The Ilfeld Prize—Mr. Charles Ilfeld will give a set of the works of Robert Louis Stevenson to the best debater in the school.

The Cully Prize—Mr. John H. Culley will present a handsome volume to the student that writes and reads the best essay.

The Duncan Prize—Mr. J. S. Duncan offers a prize for the best reader in the school.

The three foregoing prizes will be contested for at a public meeting to be held in March.

The Fitzsimmons Prize—Mr. George Fitzsimmons will present an Association gold watch fob and pin to the Normal or Academic boy, a member of the Y. M. C. A., that has the highest average standing in his studies.

The Padgett Prize—Mr. M. M. Padgett, Editor of The Las Vegas Optic, offers a silver loving cup as a prize for the best English essay produced during the year. The contest is open to students of the Normal and Academic departments and the essays must be chosen from the regular class work in English.

The Lucero Prize—Professor Lucero will give to the Spanish speaking student, who writes the best English essay, a gold medal. Seniors are excluded from this contest.

The Pierce Prize—Mr. F. H. Pierce offers a prize for the best basketball player of the school.

List of Students, 1909-1910

ACADEMIC AND NORMAL.

Baca, Fabiola C. de	Lowry, Lorraine
Barker, D. M.	Lucero, Alfred
Barker, Omar	Lucero, Antonio, Jr.
Behringer, Arthur L.	Lucero, Aurora
Bruce, Anna R.	Marcotte, Walter
Carlson, Alida C.	Marlott, Katherin
Chapman, Alice	Martin, Edith
Clement, Lucy Elizabeth	Martin, Lois
Clement, Marie	McCullough, E. Lee
Cline, Grace G.	McGinn, Mary D.
Comstock, Arthur	McKenzie, Rebecca
Culley, Matthew J.	McMahon, Anna M.
Cunningham, Helen	Montano, Julia
Darden, Anna Belle	Montano, Soledad
Doran, Hallie	Murphey, Marguerite
Duerr, Margaret	Peterson, Howard
Erick, Tillie	Pfaffle, Marie
Ellis, Carl	Pochel, Mina
Elliott, Grace Elizabeth	Powers, Joshua
Elliott, Florence	Powers, Rosalie
Franeman, Donald	Robinson, May
Flaiz, Edith	Rosenthal, Aileen
Floyd, Lucy M.	Rosenthal, Mrs. Wm. N.
Francisco, Taylor L.	Roth, Margaretta
Gallegos, Perfecto	Sanchez, Manuel A.
Gallegos, Solomon	Sanchez, Manuel
Gerard, Hazel	Sanchez, Philip N.
Gilchrist, Geo. R.	Schaefer, Helen C.
Gonzales, Elena	Stewart, Harlod A.
Gowen, George Morton	Tamme, Emma Louise
Hale, Alleine	Tooker, Sadie

Hammond, Almira
 Hays, Mary
 Head, Richard G.
 Hedgcock, Vivian
 Herzog, Earl Vernon
 Hoskins, Leonard
 Hutchin, Amy C.
 Jaramillo, Pauline
 Jimenez, Francisco
 Koogler, Clare

Trahey, Louise
 Trahey, Nora
 Trujillo, Alfonso J.
 Vollmer, Sylvia
 Ward, Jeannette
 Ward, Rachael D.
 White, Prentiss
 York, Mossy Mary
 Young, Josephine

SPECIL ACADEMIC AND NORMAL.

Bierman, Walter
 Bishop, O. L.
 Coxen, J. R.
 Ellis, Hilda
 Hall, Grace
 Healey, Margaret
 Lamb, Mary Adaline
 Martin, Lois

McClanahan, Mrs. Clifford
 Marlott, Maud
 Payne, Daisy
 Roucher, Mrs.
 Raisin, J. S.
 Truder, Tom
 Tucker, May

TRAINING SCHOOL—EIGHTH GRADE.

Armijo, Leopoldo
 Biehl, Maurice
 Boggs, Rilla
 Bradley, Charles
 Frederick, Frank
 Gallegos, Edmundo
 Harper, Maureen
 Larrazolo, O. A., Jr.

Lujan, Lauro K.
 Robinson, Ernest
 Sanchez, Stephen
 Savage, Goldena
 Skinner, Theodore
 Thornhill, Joseph
 Trujillo, Ophelia
 Ward, Edward R.

SEVENTH GRADE.

Arellano Tobias
 Condon, Frank
 Condon, Rose L.
 Cousins, Marguerite
 Graubarth, Mary
 Harper, Ethel L.
 Moore, Sketchley
 Noyes, Helen
 Powers, Mary

Reed, John Steavens
 Rife, Alberta
 Sena, Edmundo
 Sherbon, Anna
 Solano, Florencio
 Spliss, Jeannette
 Trujillo, Henriette
 Trujillo, Ramon
 Vallejos, Tobias

SIXTH GRADE.

Buck, Henrietta
Callahan, Philip
Comstock, Charlie
Forbes, De Witt
Goke, Carolina
Goke, Christopher
Kelly, Virginia
Lesseney, Royal

Lewis, Simon J.
Lowry, Mary
Rhodes, Vernece
Robinson, Oliver
Sena, Joe M.
Sena, Miguel F.
Williams, Mabel

FIFTH GRADE.

Elliott, Harold
Esquibel Louis
Fest, Francis
Goke, Willie
Haydon, William
Hayes, Mercedes
Kelly, Harry Grant
Mair, Christine

Moen, Clara
Moen, Oscar B.
Pepperd, Essie
Rife, Nona
Robinson, Jane Ane
Sena, Emily
Vigil, Elauterio

FOURTH GRADE.

Archibald, Henry
Baca, Emilie
Chambers, Neva
Condon, Luella
Criley, George G.
Harper, Ida
Ilfeld, Max

Langston, Lena
Lopez, Ignacio
Moore, W. Frederick
Rainey, Bertha
Stowell, Harold
Strickfaden, Bennie

THIRD GRADE.

Condon, Nellie
Culley, Margaret
Culley, Mary E.
Gohlke, Herman
Gribben, Velma
Johnson, Marshall

Lujan, Louis
Moore, Susie
Noyes, Ritchie
Rosenwald, Theodore
Simpkins, Leola
Ward, Katherine

SECOND GRADE.

Appel, Alvin
Baca, Jose
Boucher, Ray

Ilfeld, Carl
Kauffman, Juliet
Lacey, Leona

Coors Laurence
Cousins, Moncrief
Danziger, Ethel
Goldstein, Ethel

Leak, Laurence
Mueller, Nelson
Raynolds, Richard
Thornhill, Elizabeth

FIRST GRADE.

Carroon, Dorothea
Fest, Laurence
Goldsmith, Abe
Hoskins, Frances
Haydon, Osborn
Johnson, Katherine
Lindeman, Floyd
McMillan, Jennings
Moen, Bert

Morley, Virginia
Owen, Lloyd
Raynolds, Edward
Raynolds, Ruth
Stern, Arthur
Ward, Winona
Williams, Harold
Witten, Bernice

KINDERGARTEN.

Adler, Natalie D.
Appel, Ronald
Carroon, Frankie S.
Cook, Letha
Criley, Isabel
England, Helen
Erb, Lawton
Fitch, Margaret Spotswood
Flores, Jessie
Frederick, Nora May
Goke, Annie
Goke, Christina
Greenclay, Gerald Melvin

Herrin, John Harding
Hilgers, Herbert
Johnson, Leon
Kauffman, Corinne
Leonard, Herbert
Lewis, Nathan B.
Naegelin, Ellen Bess
Nahm, Milton
Owen, Keith
Sherbon, Frank
Smith, Keith
Stern, Oscar
Thurman, Hazel

SUB-NORMAL.

Aragon, Alfonso
Armijo, Clotilde
Chavez, Beltran
Delgado, Gregorita
Duran, Abran
Gandert, Benjamin
Gaussoin, Lucy
Gutierrez, Hilario
Herrera, H. C.
Herrera, Marcelino

Ortiz, Felipe
Ortiz, Maria
Ortiz, Pedro
Otero, Mariano
Pena, Felipe
Pena, Rafael
Pena, Vicente
Rivera, Max
Romero, Adelina
Salazar, Josephine

Lucero, Aniceta	Sanchez, Alfonso
Lucero, Jose Gregorio	Sanchez, Antonio
Lujan, Frank	Sanchez, Eulogio
Madrid, Inez	Sanchez, Onecimo
Maes, Andres	Sanchez, Vidal
Maes, Roberto	Sena, Nemecio
Martinez, Benicio	Solano, Francisco
Martinez, Carlos	Trujillo, Canuto
Martinez, James C.	Trujillo, Marina
Martinez, Louis	Valdez, Lucy
Montano, Juan	Wright, Benancio

PIANO—SPECIAL VOCAL AND MANDOLIN.

This department, which is self-sustaining, has been in charge of Mrs. Lilis B. Gowen.

Barker, Marion	Lowry, Lorianne
Boggs, Rilla	Lowry, Mary
Bernard, Ella—Vocal and piano	Lucero, Aurora
Chambers, Neva	Mair, Florance
Condon, Rose	Morley, Gertrude
Condon, Luella	Morley, Beatrice
Cousins, Marguerite	Mueller, Nelson
Ellis, Pearl	Ross, Carol
Gowen, George Morton	Rosenthal, Aileen
Gribben, Velma	Salazar, Josephine
Hale, Alliene—Vocal and piano	Sporleder, Louise—Mandolin
Hayward, Gertrude	Vance, Anna
Harper, Maureen	Ward, Katherine
Hedgcock, Vivian	Ward, Edward
Harper, Ethel	Ward, Mrs. C. W. G.
Lamb, Mary A.—Mandolin	Williams, Mable

SUMMARY OF ENROLLMENT

Normal and Academic	97
Sub-Normal	42
Training School	146
Music	30
Summer School	70
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Total	390
Names Repeated	12
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Net Total	378

ALUMNI OF THE NEW MEXICO NORMAL UNIVERSITY

1899.

Mrs. Ella Weltmer *Banta 44*
Miss Elba Stonerod, (Mrs. F. R. Lord)
Miss Jessie M. Himes
Mrs. Sallie Hume Douglas *Bondish*
Mr. Wellington B. Givens

1900.

Flora Barbara Beschle, (Mrs. Hopley)
Minnie Holzman
Maggie Marion Meyers
Gertrude Anna Duhrsen
Carrie Capitola Tuttle, (Mrs. Montserrat)

1901

Charles Burton Barker
Perle Frances Rothgab, (Mrs. Hockemeyer) *Deaf*
Vashti Edna Thomas
Virginia Hendren *25.*
Leah eGorgia Murray, (Mrs. Duncan)
Nelle Stern
Marion Winters, (Mrs. Hoke)
Helen Aurelia McNallen
Herbert Watson Clark
James Luther Flint
Edward John McWenie
Charles Wesley Givens
Eva Springer

1902.

Emerson Atkins
Helen Blake
Mary Edith Cooper
Helen Maud Ellis
Louisa Kimball Reed
Ada Springer
Eunice Pauline Tamme, (Mrs. Herbert Fell)
Margaret Jackson Bucher



"THE JAPANESE GIRLS," GIVEN BY THE GIRLS OF THE MUSIC DEPARTMENT

Mattie E. Garlick, (Mrs. Kelley)
 Clarence Swain Browne
 Morris Emery Cochran *deceased*
 Mary Sophia Gilchrist
 Wm. A. Glassford, Jr.

1903.

Pearl Barker, (Mrs. Hart)
 Mattie Barker, (Mrs. J. I. Phillips)
 Lillie Gertrude Johnson
 Katherine Edith McConnell
 Janete Danziger, (Mrs. Hoffman)
 Cora Hume Pettijohn
 Harry Douglas Hoskins
 George Wm. Degner
 Edward Thomas Springer

1904.

I. Loyola Dillon
 Clara Gerhardt
 Anna J. Gohrman
 Louise Sporleder
 Olive Lila Barnes
 Myron Clayton Benedict

1905.

Marie Hume Douglas
 *Irene Whitmore
 Florence Mair
 Joe S. Bowman
 Eliot Barker
 Charles Hedgecock
 Pablo Hernandez
 *Deceased.

1906 .

Laura Hallock
 Irma Bell,
 Ruby Gertrude Schlott, (Mrs. McConnell)
 Margaret Cavanaugh
 Rebecca McKenzie
 Vera Claire Gehring
 Earl Archer Norton
 Daniel Tilden Hoskins
 Florence Tilden Hoskins
 Alice Irene Smith
 May Ross
 Ellen Emma Bernard
 Vivian Trahey
 Coramay Wagoner
 Zola Eva Grinslade

Emma Luella Smith
Marie Trambley

1907.

Mollie Basinger Austin
Florence Mair
Ada D. Albert
Judd Detterick
Edward Comstock
Edith Mildred Browne
J. Theodore Stripling
Marguerite Bernard
Ada S. Martin
Anna Onofre Arminta, (Archuleta)

1908.

Grace Barker
Margaret E. Flint, (Mrs. Collins)
Adie Mair
May Howell, (Mrs. Dodson)
Teresa Devine
Samuel Daley
Herbert Gehring
Margaret Fetz
Leah Ketcham
Marie Mueller

1909.

Artless Jeanette Browne
Beulah Meredith Hartman, (Mrs. Chenault)
Bertha Papen
Marie Schaefer
Geraldine Lang
Benjamin Armijo

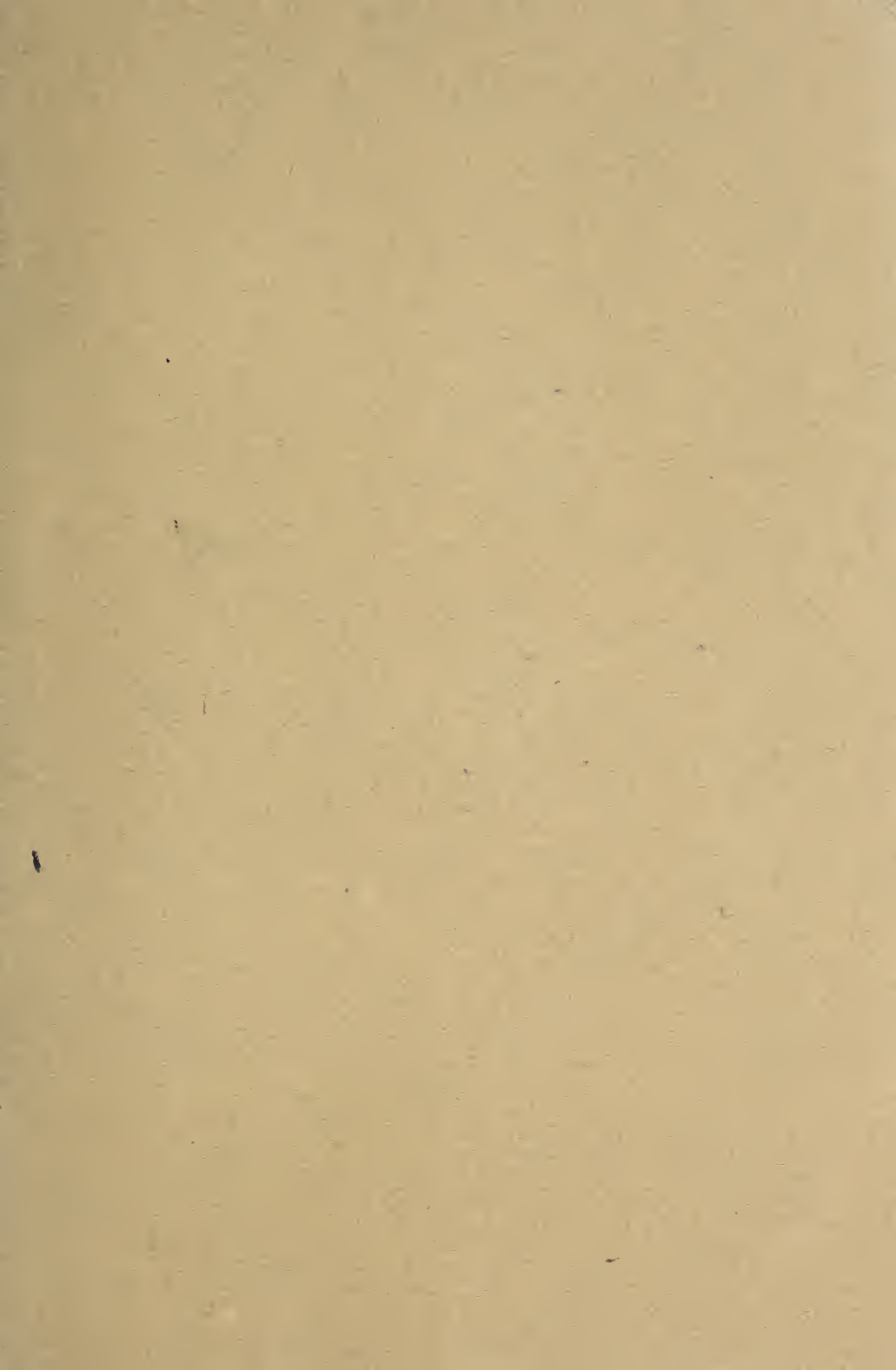
1910.

Mary Adaline Lamb
Emma Louise Tamme
Anna Ryan Bruce
Ellen Marguerite Murphy
Helen Cummings Schaefer
Jeanette Ward

Hallie Josephine Doran
Jeanette May Robinson
Mary Dillon McGinn
Rachael Dunbar Ward
Rebecca Rachael McKenzie



CLASS OF 1910





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